
Appendix A

Montana State Board of Public Education School Accreditation Standards Subchapter 8—Educational Opportunity

10.55.804 GIFTED AND TALENTED

- (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
- (2) Each school shall comply with all federal and state laws and regulations addressing gifted education.
- (3) Each school shall provide structured support and assistance to teachers identifying and meeting diverse student needs, and shall provide a framework* for considering a full range of alternatives for addressing student needs. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00.)

*Refer to Montana School Accreditation Standards and Procedures Manual Glossary

GLOSSARY REFERENCE: Framework for Gifted and Talented Education Services

GIFTED AND TALENTED: Schools shall provide educational services to students commensurate to their needs. It is recommended that such services shall be outlined in framework which includes:

- (a) Identification of talent areas and student selection criteria according to a written program philosophy;
- (b) A curriculum which reflects student needs;
- (c) Teacher preparation;
- (d) Criteria for formative and summative evaluation;
- (e) Supportive services; and
- (d) Parent involvement.

Montana State Law—Part 9

Gifted and Talented Children

20-7-901. Definitions. As used in this part the following definitions apply:

- (1) “Gifted and talented children” means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.
- (2) “Professionally qualified persons” means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils’ special competencies.

20-7-902. School district programs to identify and serve the gifted and talented child.

- (1) A school district may identify gifted and talented children and devise programs to serve them.
- (2) In identifying gifted and talented children, the school district shall:
 - (a) consult with professionally qualified persons and the parents of children being evaluated;
 - (b) consider a child’s demonstrated or potential gifts or talents; and
 - (c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.

20-7-903. Programs to serve gifted and talented children-compliance with board policy-funding.

- (1) The conduct of programs to serve gifted and talented children must comply with the policies recommended by the superintendent of public instruction and adopted by the board of public education.
- (2) Proposals approved by the superintendent of public instruction in accordance with policies of the board of public education must be funded by money appropriated to the superintendent for that purpose.
- (3) A school district shall match funds provided by the superintendent for gifted and talented children’s program with equal funds from other sources. “In kind” contributions may not be used to constitute such a match. Funds must be administered by the school district as provided in 20-9-507.
- (4) The superintendent of public instruction may deduct reasonable costs of administration from the funds appropriated for the purpose of this part.

20-7-904. Review and recommendations or proposals.

- (1) The policies of the board of public education must assure that program proposals submitted by school districts to the superintendent of public instruction contain:
 - (a) evidence that identification procedures are comprehensive and appropriate;
 - (b) a program description including stated needs and measurable objectives designed to meet those needs;
 - (c) evidence that the activities are appropriate and will serve to achieve the program objectives; and
 - (d) a method to evaluate the effectiveness of the program.
- (2) School districts may request assistance from the staff of the superintendent in formulating program proposals.
- (3) The superintendent of public instruction shall supervise and coordinate the programs for gifted and talented children by:
 - (a) recommending to the board of public education the adoption of those policies necessary to establish a planned and coordinated program; and
 - (b) establishing a procedure for review and approval of program proposals.